



# Glenbrook Primary Academy

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## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY (SMSC)**

### **1 Introduction**

At Glenbrook, we believe that every child is unique and special and has a valuable contribution to make to the life of our school. It is our intention to promote Spiritual, Moral, Social and Cultural development through every aspect of a child's time at our school. The values that we uphold will be evident in:

- the decisions made at our school;
- the quality of the relationships between everyone at Glenbrook;
- the expectations placed on pupils from all backgrounds;
- our commitment to promoting equal opportunities sharing a common citizenship by working and playing together successfully;
- our concern for developing responsibility, initiative and pride in the work of individuals in our school;
- our aim to promote children's personal development through a range of appropriate activities.

The spiritual, moral, social and cultural elements of pupils' development are inter-related. We have defined them separately for the purpose of this policy, inspection and school self-improvement, but it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

### **2 Aims and Objectives**

At Glenbrook Primary School we strive to create a learning environment which promotes respect, diversity and self awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Our curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

We use the SEAL materials across school and closely link SMSC with our PSHE scheme of work.

At Glenbrook Primary School we aim to:

- ensure that everyone connected with the school is aware of our values and principles.
- ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- ensure that children know what is expected of them and why.
- give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- enable children to develop an understanding of their individual and group identity.
- enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

### **3 Implementation of the policy**

#### **Spiritual Development**

Spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination about themselves, others or the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

The development of an individual's own personal spirituality is a journey or a quest which seeks to know, develop and understand one's own inner-self. Glenbrook Primary School is a community, which seeks to provide learners with learning experiences which are correctly pitched, appropriately paced, relevant for today and useful for tomorrow.

We recognise the uniqueness of each and every individual and attempt to invest every member of the community with a sense of individual worth and corporate purpose. The potential for spiritual development is open to all children and adults alike. Spiritual development is not the imposition of a religious faith, however, spiritual development may lead to the acceptance of a faith.

Spiritual development is not another name for Religious Education although there are close connections. RE may share some of its aims and outcomes with that of Spiritual Development.

At Glenbrook, we will encourage children's spiritual development by:

- giving children the opportunity to explore values and beliefs including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others;
- giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all children can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which value children's questions and give them space for their own thoughts, ideas and concerns;
- enabling children to make connections between aspects of their learning;
- encouraging children to relate their learning to a wider frame of reference, e.g. asking 'why', 'how', and 'where', as well as 'what' and 'when'.

### **Moral Development**

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Gaining an understanding and developing an opinion enables children to then build their own personal code of values. It enables them to make and act upon informed choices, taking right and wrong into account, and helping them to recognise and resolve the moral issues and dilemmas implicit in a given context, especially when the interests of two or more people appear to be in conflict. It also involves developing the personal skills and qualities necessary to act on such a code in day to day situations, such as being able to:

- make decisions;
- reflect on and change personal behaviour;
- resist peer pressure; show love, respect and caring and concern for self and others, and the environment;
- challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power.

At Glenbrook, we are committed to promoting the values of:

- honesty;
- an agreed sense of right and wrong with the confidence to stand up for what they believe in;
- consideration for others and an appreciation of their qualities;
- "fair play" – winners and losers – in games, rules and life;
- drug awareness and personal safety;
- responsibility for self and others.

Learning opportunities and experiences for promoting moral development are found within:

- relationships at school including in the classroom and playground;
- our approach to the delivery of the curriculum including PSHCE, health and sex education;
- the value that we place in all round achievement, not just in academic success;
- the discussions that take place with children self-evaluation in their progress at school.

## **Social Development**

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

Social development should encourage children to relate positively to others, participate fully in the community and develop an understanding of citizenship. Social development is as much concerned with the skills and personal qualities needed to live and function effectively in society as with acquiring knowledge and understanding of how society works.

At Glenbrook, we attempt to develop in our children a growing understanding of the part that they play within the daily life of the school – we aim to enable the children to:

- develop insight as well as knowledge;
- build the skills of relationships with each other, whether adults are present or not;
- practise the personal skills which enable them to use their knowledge in ways that enhance their personal lives;
- demonstrate a commitment to a moral code;
- explore attitudes and values;
- explore the consequences of their own and others' actions.

In addition to academic success, the acquisition of these personal skills is a high priority;

- co-operation and sharing;
- independence;
- courtesy;
- tolerance and respect for each other, including beliefs and customs;
- self-esteem, self-discipline and self-confidence;
- a realisation of the role that they play in school/wider society;
- collaboration and interpersonal skills.

## **Cultural Development**

Cultural development at Glenbrook is about children understanding and appreciating their own culture and other cultures in their community and in the world. It is an exploration of how we are the same and how we are different; how we came to be the way we are and how we are changing.

Cultural development at our school is key to developing community cohesion, pride in oneself and others as well as curiosity and wonder at the world. It is intrinsic to the development of the whole child – mind, body and spirit.

In practice, cultural development means learning about the cultural traditions of different groups in our community and in the world; cultural traditions which involve beliefs, values, customs, knowledge and skills. As they travel through the school, the children will develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith.

Opportunities to nurture the cultural development of the child exist in all creative areas across the curriculum. In our school, cultural development is already embedded across the curriculum. We aim to:

- to provide pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world;
- to understand that these traditions and practices are evolving;
- to develop an understanding of, as well as celebrate and embrace, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world;
- to encourage a personal response to a range of cultural activities.

The School will promote cultural development through:

- exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum ;
- Visits out of school and visitors to the school will support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities;
- encouraging understanding and appreciation of the beliefs, values and customs of different cultures.

## **Climate**

We believe that our school provides an environment in which children's spiritual, moral, social and cultural development is allowed to flourish. We aim to ensure that the climate and values of our school are evident from the moment children, parents and guests walk in. We welcome everyone, we are proud of the achievements of those who work and learn within our walls. There is a drive for learning and respect for all. We ensure that:

- values projected by staff, governors and pupils have a strong moral code;
- relationships between children and staff are warm and caring;
- children and staff speak to each with respect and courtesy;
- disputes and dissent are addressed respectfully;
- our school is clean, tidy and appealing;
- children's work is displayed;
- we offer a range of activities both in and out of the classroom;
- we welcome visitors from the wider community;
- all adults in the school see themselves as role models and act accordingly.

## **4 Monitoring and review**

### **The role of the SMSC Co-ordinator**

The planning and coordination of SMSC are the responsibility of the SMSC subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Gives the headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.

### **The role of the Headteacher**

The Headteacher will:

- Lead, manage and monitor the implementation of the SMSC policy, including monitoring teaching plans and the quality of teaching in classrooms.
- Keep the governing body informed about the progress made.
- Ensure that SMSC remains a high profile in the school's development work.
- Deploy support staff to maximise support.

### **The role of Governors**

The Governing Body has:

- appointed a member of staff to lead SMSC policy;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

- liaised with the Headteacher and the coordinator to report back to the Governing Body, as appropriate;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Policy prepared by: S Eyre

Date prepared: July 2015

Date ratified by the Strategic and P&P Committee: 13<sup>th</sup> October 2015

Signed: 

Mrs P Shaw

(Chair of the Strategic and P&P Committee)

Signed:  
Mrs S Eyre

(Head Teacher)



Review date: July 2018